



COMMON CORE-ALIGNED K-6 REPORT CARD

PARENT GUIDE 2014-2015

CHANGES TO THE K-6 REPORT CARD

The SCUSD K

A SAMPLE REPORT CARD

Stu

**Achievement
is reported
on two
scales**

MATHEMATICS			
	Term		
	T1	T2	T3
Solve problems using meas			

UNDERSTANDING THE PERFORMANCE LEVELS

Academic Performance Level for Standards Achievement

This scale is a numeric (1-4) and provides information on overall achievement in the major categories of the subject area. This mark appears next to the headers with the word “ACHIEVEMENT” in the title. For example, READING LITERATURE ACHIEVEMENT, WRITING ACHIEVEMENT, MATHEMATICS ACHIEVEMENT, etc.. The chart below explains each mark:

Academic Performance Level for Standards Achievement					
Score	4	3	2	1	NA
Name	Exceeds Standards	Meets Standards	Approaching Standards	Minimal Progress Towards Standards	Not Applicable

FREQUENTLY ASKED QUESTIONS

Q. WHAT ARE THE CA COMMON CORE STATE STANDARDS AND WHY IS THE REPORT CARD ALIGNED TO THEM?

A. In 2010, California joined the majority of states to adopt a shared set of learning expectations in mathematics and English language arts - the Common Core State Standards. The CA Common Core State Standards are rigorous academic content standards that focus on college and career readiness. The standards indicate what students should know and be able to do at each grade level by the end of the school year. More information about the standards can be found at www.scusd.edu/common-core.

The district has aligned the K-6 report card to align to the CA Common Core State Standards to provide more information on how your child is progressing towards meeting the standards.

Q.

fully mastered the grade level standards. A student earns a mark of “4” if he or she is consistently working at the level of expectation of the next grade level’s standards. These

GLOSSARY OF TERMS

READING: (Literature and Informational)

Key ideas and Details-With grade level texts, students can make inferences, cite evidence, determine ideas and themes, summarize key ideas and details and understand how and why people, events and ideas develop and interact within a text.

Craft and Structure-Students can understand word meanings, how texts are structured, and point of view and how the author uses them to shape the text.

Integration of Knowledge and Ideas-Students can combine information from different forms of media (visual, audio and written) on the same topic to increase knowledge or compare how authors think. They can judge arguments and claims in a text.

Range of Reading and Level of Text Complexity -Students can independently read and understand texts within the grade-level range of complexity (literary and informational).

Foundational Skills: (K-5)

- **Print Concepts**-Students can show an understanding of the organization and basic features of print.
- **Phonological Awareness**-Students can show an understanding of spoken words, syllables and sounds.
- **Phonics and Recognition**-Students can sound out and read words accurately.
- **Fluency**-Students can read words correctly and fluently for understanding.

WRITING

Production and Distribution of Writing-Students can create writing for different audiences and purposes. Students can develop and strengthen their writing through the writing process (planning, revising, editing, rewriting). Students can use technology to work with others and to create and publish writing.

Research to Build and Present Knowledge-Students can conduct research projects by gathering information from multiple sources (print and digital) to provide evidence.

Range of Writing-Students can write for a variety of tasks, audiences, and purposes.

SPEAKING AND LISTENING

Comprehension and Collaboration-Students can work with others by expressing themselves and building on others' ideas. Students can combine information presented in different formats and evaluate speakers.

